

## CHAPTER I

### INTRODUCTION

This chapter aims at providing a clear understanding of conducting this present study, it discusses some topics related to research background, problem, objective, significant, the scope and limitation, and the definition of key terms.

#### 1.1. Research Background

English is taught in Indonesia as a foreign language for developing knowledge, technology, and communication among people from other countries. According to Alsamadani, (2022), Teaching at the secondary stage is different from the first language. Listening, speaking, reading, and writing, cannot be mastered without having adequate knowledge. Inside these four skills, listening becomes a basic skill where English students must be trained. The purpose of teaching and learning English at school is so that students can communicate well both inside and outside. This echoes the commonly acknowledged goal of language education – to equip students with the skills needed to express themselves and understand others in various contexts. This will demonstrate their ability to comprehend and speak the language. Thus, the foundation of every communication, whether oral or written is listening, which determines students' success in the learning process.

Listening is a fundamental language skill required for students learning English as a foreign language and is essential for acquiring knowledge across all levels of education. According to Abd and Ali (2023), Listening is a skill that goals to facilitate the gaining of literacy skills needed for active communication. By

listening, receptive skills in language learning bridge speaking and writing skills, because it is the insight of the presented information that plays a vital role in language comprehension. So having good listening comprehension will enable students to communicate well and also help students gain useful knowledge from all kinds of information sources.

To get an understanding listening can be done through dictation. Dictation is a tool used to test a language learner's listening comprehension. The use of dictation in class will make students active and not passive during the learning process (Education, 2018). Given this, the researcher intends to use “dictogloss” as a strategy under dictation toward students' listening skills. Vasiljevic (2010) has said that Dictogloss is a classroom activity akin to dictation, where students listen to a passage, note down key points, and then collaborate to recreate the original text. In conclusion, Dictogloss is a classroom dictation practice in which students listen to passages read by their teacher. While listening, students note down keywords and ideas to use to reproduce a reconstructed version of the material being read.

There are two studies of dictogloss in English classrooms namely: Research conducted by Abd and Ali (2023), This study focused on the dictogloss strategy for English grammar. The result showed that using dictogloss strategy in teaching grammar had a positive effect on developing grammar competence. Asrobi (2017) This study focused on teaching listening comprehension using dictogloss. The result showed that using Dictogloss is significantly effective in teaching listening comprehension for MA Muallimat NW Pancor. Based on these results, it can be said that the researcher can use the dictogloss strategy of listening comprehension.

Previous research concentrated on the use of dictogloss strategy and listening comprehension. The research concentrates on Improving students listening comprehension at SMKN 1 Tanah Grogot using dictogloss strategy.

## **1.2. Research Problem**

Does the dictogloss strategy improve listening comprehension?

## **1.3. Hypothesis**

- Ho : There is no improvement in listening comprehension through the use of the dictogloss strategy among students at SMK N 1 Tanah Grogot.
- Ha : There is an improvement in listening comprehension through the use of the dictogloss strategy among students at SMK N 1 Tanah Grogot.

## **1.4. Research Objective**

This research aims to determine whether or not there is an increase in students' listening comprehension at SMKN 1 Tanah Grogot by using the dictogloss strategy.

## **1.5. Research Significant**

The results of this study are expected to contribute to English teachers, students, and future researchers. For English teachers, the aim is for the findings of this research to offer a practical contribution to the dictogloss strategy applicable to listening, thereby assisting teachers in enhancing the quality of their teaching and learning practices. For students, the results of this study help in listening better through the dictogloss strategy in-class activities. Future researchers can expect this study to provide a valuable reference for investigating methods to enhance another skill through the dictogloss strategy.

## **1.6. The Scope and Limitation**

This research is related to the dictogloss strategy in teaching listening at the eleven grades of SMKN 1 Tanah Grogot as the scope. The limitation of this study is improving students listening comprehension using dictogloss strategy by the teacher.

### **1.7. The Definition of Key Terms.**

1. Dictogloss is described as an interactive teaching method employing dictation activities where learners listen to a passage, jot down keywords, and then collaborate to create a reconstructed version of the text. (Daura's, 2013).
2. Listening comprehension refers to the capacity to understand spoken language at the discourse level, which includes conversation, narrative, and spoken text. that involves the processes of extracting and constructing meaning. (Kim & Pilcher, 2016)
3. SMKN 1 Tanah Grogot is a Vocational High School located in Tanah Grogot, Paser Regency, East Kalimantan.